



## Special Educational Needs and Disabilities Policy

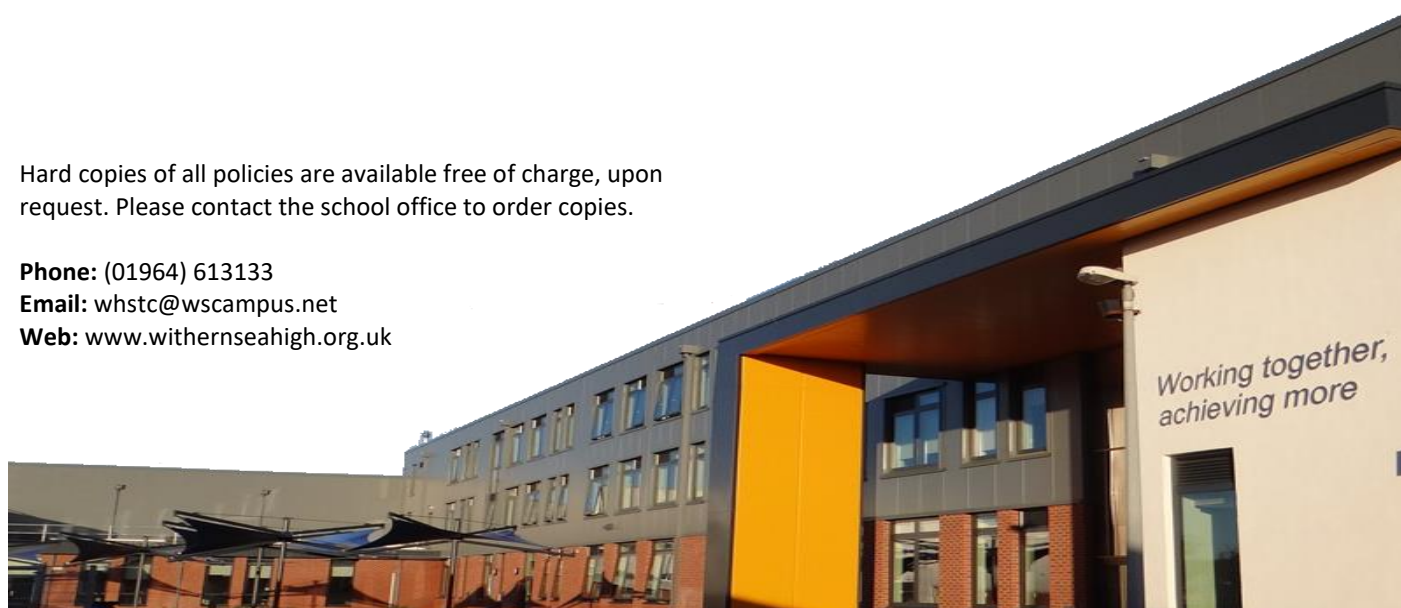
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Hard copies of all policies are available free of charge, upon request. Please contact the school office to order copies.

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## **SEND Policy and Information Report**

### **Aims**

Our SEND policy aims to:

- Set out how Withernsea High School will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities and expectations of everyone involved in providing for students with SEND
- To show how we as a school identify and address the special educational needs and disabilities of our students and work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

As a school we are committed to ensuring all students have access to our ambitious curriculum. We offer a stimulating learning environment across the whole curriculum which maximises individual potential and is differentiated to meet individual needs and abilities. We ensure that students of all ability levels are well equipped to develop the knowledge, skills, and attributes to thrive in a changing world.

We recognise that many students may have additional or special needs at some time during their school life, covering a wide range of needs including physical, educational, behavioural, social, and emotional and mental health.

In implementing this policy, we believe all students will be helped to overcome their difficulties, work through their barriers to learning and reach their desired outcomes.

This SEND Policy details how, at Withernsea High School, we will do our best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are known to all who are likely to work with them.

We ensure that teachers can identify and provide for those students with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. We aim for all children to have their needs met by quality first teaching and additional targeted support to meet individual needs working with agencies and support services to provide high quality provision for all.

We aim to help learners with SEND to fulfil their potential and to promote their self-confidence, motivation, and commitment. We ensure teachers consider in their planning a student's special educational needs, enabling students to participate effectively in all appropriate curriculum and assessment activities, in addition to the broader aspects of school life.

We continue to build a close partnership with the whole community and seek to ensure that children with SEND are fully included in all aspects of school life. We believe that children with SEND, and their parents/carers should be at the heart of planning and decision making.

We liaise with primary feeder and other secondary schools to identify students with special educational needs to ensure a smooth transition to our school.

## **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.
- <https://www.legislation.gov.uk/ukpga/2010/15/section/20> The equality act 2010 (section 20) which sets out the school's duties to make reasonable adjustments for students with disabilities.

## **Definitions**

### **Definition of Special Educational Needs and Disabilities (SEND)**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- (a) Has a significantly greater difficulty in learning than most others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

### **Definition of special educational provision**

For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of this age in mainstream schools in this area.

## **Four areas of need**

The 2014 SEND Code of Practice suggests that it is helpful to see learners' needs and requirements as falling within four main areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory.

Many young people have difficulties which fit clearly into one of the areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear from the outset.

It is not our intention to fit a learner into a specific category, but to meet the needs of the whole child.

## **Roles and Responsibilities**

### **The SENCO**

Withernsea High School has a named SENCO. Our support team also includes an assistant to the SENCO, a SEND administrator, and a team of Teaching Assistants.

The SENCO:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise teachers on the approach to providing SEND support
- Liaise with parents of learners with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Co-ordinate and develop school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- Identify patterns and trends within school and in comparison, with national data, and use this to reflect on and reinforce the quality of teaching.

### **Governance and SEND**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Challenge the school and its members to secure the necessary provision for any student identified as having special educational needs
- Ask challenging questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively
- Alongside the governing body decide that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy
- Review this policy annually and considers any amendments in light of the annual review findings.

### **The Deputy Headteacher or Headteacher**

The Deputy Headteacher or Headteacher will:

- Ensure inclusion is integral to the life of the school
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.
- Regularly review the SENCO the breath and impact of the SEND support the school offers and identify specific training needs regarding SEN and incorporate this into the schools CPD plans.

## **Teachers**

Each teacher is responsible for:

- Planning and providing high quality teaching that is differentiated and scaffolded to meet student needs.
- The progress and development of every student in their classes.
- Use support plans, 'passports', and professional documentation appropriately for a student in their class who has SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SEND team to review each student's progress and development and decide on any changes to provision.
- Providing up to date feedback on attachment, progress, and attitude to learning when needed.
- Ensuring they follow this policy.

## **All Staff**

All staff within school are responsible for ensuring they are aware of the policy and support all students to participate fully in all aspects of school life.

## **Parents or Carers**

Parents or Carers should inform the school if they have any concerns about their child's progress or development.

Parents or Carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to contribute termly to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress.

The school will take into account the views of the parent or carer in any decisions made about the student.

Where a parent is requesting assessment or screening of their child by an external professional, they will be directed to the information regarding this process which is shared on the website see appendix 11.

## **The student**

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided/ they will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The student will be supported to take responsibility for their part in overcoming SEND barriers. Their views will be taken into account in making decisions that affect them, whenever possible.

### **SEND support**

#### **The types of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties.

### **Our approach to SEND support**

#### **Identifying pupils with SEND and assessing their needs**

A variety of strategies may be used, as appropriate, to identify learners with SEND. Use may be made of the following:

- Information from previous setting or school.
- Information from external agencies.
- Information records.
- Standard Assessment tests (SATs).
- Cognitive Ability Tests (CATs).
- Monitoring assessments.
- Diagnostic assessments.
- Lucid tests (screened in year 9).
- Educational Psychologist assessment.
- Information from subject teachers, this may include progress in other areas other than attainment, for example, wider development or social needs.

Students may develop additional needs and staff are able to refer to the SEND team at any time to assess whether intervention is necessary.

### **Consulting and involving students and parents**

After identifying students with SEND and assessing need, parent/carer may contact the SENCO and express any concerns they may have about their child.

We will have an early discussion with the student and their parent/carer when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parent's/carer's concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record on CPOMS. We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Graduated approach to SEN Support**

Once a student has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

This process will be used as well at pastoral level who have been identified as a concern in one of the four broad areas of need.

#### **1. Assess**

The SENCO will carry out a clear analysis of the pupil's needs involving subject teachers and pastoral staff. The views of the student and their parent or carer will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents/carers, student, and teachers the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the students needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our class charts and will be made accessible to staff in pupil passport and parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to the progress at home.

#### **3. Do**

The student's subject teacher retains overall responsibility for their progress.

Where the plan involves group or one to one teaching away from the main timetable, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact of the quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and Students.
- The level of progress the student has made towards their outcomes.
- The views of teaching staff who work with the student.

The teacher and the SENCO will revise the outcomes of support in light of the students progress and development, and in consultation with the student and their parent/carers.

## **Levels of Support**

### **School based SEND provisions**

Students receiving SEND provision will be placed on the schools SEND register. These students have needs that can be met by the school through the graduated approach. Where the students need cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the schools national SEND budget.

On the census these students will be marked with the code K.

### **Education, health, and care plan (EHCP)**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the need of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's national SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions
- Tracking students progress, including using provision maps
- Monitoring by the SENCO and wider pastoral team
- Holding annual reviews for pupils with EHC plans
- Collating feedback from the students and their parents

## **Our approach to teaching pupils with SEND**

All learners are fully integrated into the curriculum and so are taught in their mainstream groups/classes where appropriate. Support may be given in the classroom, where personalised tasks and resources are used. All staff are regularly updated on the individual needs of each learner with SEND and are given up to date advice on effective strategies to be used in delivering education which will aid the progress of all learners. Teachers are responsible and accountable for the progress and development of all the pupils in their classes.

High-quality teaching (Wave 1) is our first step in responding to pupils who have SEND. This will be differentiated and scaffolded for individual students.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching strategies, content of the lesson, etc
- Adapting our resources and staffing
- Visual timetables
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc



- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Timetabling smaller classes where needed.

### **Additional support for learning**

Alongside high-quality teaching identified groups of learners or individuals with SEND may be withdrawn for literacy (reading, comprehension, and spelling), numeracy skills, social skills, and bespoke interventions to meet personal targets. Learners may be withdrawn in order to deliver this support, either individually or in small groups of learners with similar needs. Teaching Assistants may be assigned to a particular year group, teaching group or an individual, as directed by the SENCO.

All students are monitored by the Progress Team using graduated response designed by the SENCO. Students with complex social and behavioural needs (SEMH needs) are monitored through reports and interventions and where appropriate receive support in our alternative provision classroom.

A carefully planned transition process for all students highlighted as having SEND by our cluster primary schools, out-of-catchment primary schools and parents. Attendance at all Transition Reviews and Multi-Agency meetings prior to transition are vital to ensure a successful transition for students with SEND.

Some students may qualify for special arrangements in examinations. These students are assessed by an independent consultant and applications are made to the exam board after evidence is collected showing the additional support needed is their everyday way of working. This additional support may result in students receiving some, or all, of the following:

- Up to 25% extra time
- A reader or electronic reader in all exams, apart from the English reading paper
- A scribe to record what the candidate says
- Use of a laptop
- Sitting the exam in a separate area.

Exam access arrangements are monitored and reviewed and can be altered at any time. The Learning Support base is available at break and lunch times which offers an enjoyable and supportive environment for more vulnerable students.

External specialist may act in an advisory capacity or provide additional specialist assessment. The pupil's individual targets will set out strategies for supporting the child's progress. These will be implemented for the most part in normal classroom settings. The delivery of the interventions recorded in the SEND support plan continues to be the responsibility of all teachers.

### **Support for improving emotional and social development**

As a school we aim to protect and promote the welfare, safety, and healthy development of all students by adopting an honest, open, caring and supportive community. We have an excellent progress team in place with non-teaching staff available to aid students and families and support with behavioural needs.

All students are part of a tutor group and have access to their tutor during daily registration.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the board for change

- Pupils with SEND are also encouraged to be part of friendship groups, lunchtime and homework club to promote teamwork/building friendships
- Within Flexible provision students can access support for emotional and social difficulties
- We have a zero-tolerance approach to bullying. (See the Antibullying policy)
- Provision of a safe space and sensory room for students who maybe anxious or upset.

### **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. All staff have up to date Safeguarding training. Staff will have the opportunity to draw upon a wide range of expertise at appropriate times, including training in:

- Visually and Hearing-Impaired training delivered to staff by Integrated Sensory Support Service
- Emotional Literacy Support
- Understanding Autism
- Reciprocal Reader training
- Social skills training
- Managing challenging behaviour
- Mental Health training
- Team Teach
- LAC
- Dyslexia
- SEMH - Trauma/attachment

SEND training is reviewed regularly and staff receive training on a needs basis to respond to additional student needs.

### **Monitoring arrangements**

This policy and information report will be reviewed by the deputy headteacher and SEND governor **every two years**. It will also be updated if any changes to the information are made during the year. It will then be ratified by the Governing Body.

### **Accessibility arrangements**

Withernsea High School is a three-storey building with access to all floors for wheelchair users and those with other physical disabilities through lifts and chair lifts. Rooms have been carpeted to improve sound quality. Stairways and windows have been marked to improve safety we have sensory spaces within school for students to have access. Disabled toilets and changing rooms are available. There is a disabled parking bay directly in front of the school with a ramp to access the building

The school works closely with the integrated sensory support service to provide appropriate learning resources and environment for students with visual and hearing impairment.

### **Links with external professional agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists

- SEND Consultant teachers
- Medical officers
- Speech and Language therapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- The local authority
- Specialist Services
- Education Welfare Officer
- Social services
- CAMHS
- Youth and family services
- General practitioners or paediatricians
- School nurses

### **Contact details of support services for parents/carers of pupils with SEND**

The East ridings of Yorkshires local offer for SEND can be found at [www.eastriding.gov.uk](http://www.eastriding.gov.uk) .

### **The local authority local offer**

Information on where the local authority's local offer is published. The East Riding of Yorkshire's Local Offer for SEND can be found here [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

### **Concerns or complaints about SEND provision**

Where parents/carers have concerns about our schools SEND provision, they should first raise their concerns informally with the SENCO. We will try resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaints formally.

Formal complaints about SEND provision in our school should be made to the Deputy Headteacher in the first instance. They will be handled inline with the schools complaints policy. <https://www.withernseahigh.org.uk/downloadfile/19612157>